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ABSTRACT

The author presents a systematic format for reducing variations between numerous performance objectives to their component parts, with the view that the teacher, student, and/or administrator will be better able to understand all the possible combinations that develop in objective writing as each teacher teaches in a personal way. Writing course objectives is seen as training in how to rewrite and update course goals. With a system of objectives refined into their component parts, each teacher can (1) style courses and sections individually and (2) modify classroom performance and expectations to reflect student and pedagogical variables. Written objectives are examined on three levels of applicability--general, behaviorally specific, and multidisciplinary. For illustration, eighteen general instruction plans are presented. One of them is expanded to show specific performance goals and processes, and criteria to measure their performance are detailed. (MJB)

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Note: Pages 1 thru 5 are in the public domain

Objective Writing:

the Choice: Refined Objectives or Redundant Objectives?

Once teachers start to spell out their instructional goals, it becomes obvious that each teacher has a slightly different approach to teaching and learning. This difference shows itself in a number of ways: there are differences in conditions, performances, and criteria used. Until objectives are broken down into component parts, it is often a mind-boggling task to pinpoint specific similarities and differences.

Anyone trying to read all the variations on the same theme developed by a half-dozen teachers teaching the same general goal will find his head spinning: he will be constantly asking himself, "Haven't I read almost the same thing in another objective somewhere?"

This difficulty is increased when one tries to synthesize or unify the common thrust of a hundred or more teachers with the same general goal.

The following pages try to demonstrate a more systematic format that will reduce hundreds of different variations to their component parts. It is felt that if a teacher or student or administrator understands the component parts, he will be able to understand better all the possible combinations which develop as each teacher teaches in his or her own way.

Contents of the Five Attached Pages

Pages 1 and 2 -- 18 General Instruction Plans for Sets of Performance Goals

Page 3 -- Two Possible Sub-goals of Goal 1 (of the 18) That Can Be Extracted from the Component Parts Presented on Pages 4 and 5

Page 4 -- Condition Components Classified According to Parameters

Page 5 -- Performance Components and Correlated Criteria

How to Use These Components

A beginning teacher would be expected to be familiar with the overall course goals for his or her particular subject matter. For the course in question, these overall course goals could be summarized in the 18 general instruction plans for sets of performance goals presented in pages 1 and 2. A teacher, experienced or beginning, who feels that other course goals should be developed would be able to do so by adding to the basic list on the same level of generality. The next step would be to write goals for a particular classroom lesson. These goals would resemble those found on page 3 as far as their level of specificity is concerned. After a number of teachers have put together goals for additional overall goals (e.g. general goal set 19 or 20 and so on), all of these goals could be broken down into their component parts as presented on pages 4 and 5.

This is not the end of the goal writing process. The nature of the school, its teachers, its students, and its needs would be such that each year's objectives could be adapted to meet changing requirements.

For example, some teachers will try out different combinations of the goal components presented on pages 4 and 5. Other teachers will add other parameters and other variables under existing parameters.

Seen in this way, writing course objectives is really training in how to re-write and update course goals to meet a variety of often unforeseeable circumstances. With such a system of objectives refined into their component parts, (1) each teacher can style each course and section individually and (2) each teacher is in a position to gradually modify his classroom performance and expectations in a way to reflect realistically varying student and pedagogical variables.

This dual goal is the reason why many teachers have found this approach to "refined" objectives and objective components worth the extra effort.

Further Notes: Pages 1 and 2

Level of Generality

The eighteen instructional goals or plans presented on pages 1 and 2 are quite general in nature. Without further specification (as will be found on page 3), it would be rather difficult to use these goals as the basis for a daily lesson plan.

This is intentionally so. This overall view of the course goals is intended to provide an overview of the major course areas. After teachers have marked out their principal areas of concern, the next step is to concentrate on specific classroom objectives.

Level of Behavior Specificity

Behavioral objectives try to use verbs that denote student performance after instruction. In general these descriptor verbs should be student-oriented and specific in nature.

It sometimes happens that a teacher wants to emphasize a particular unit or idea without being able to express it in specific student-performance term inology. This should not prevent a teacher from trying to change the curriculum in this direction. Eventually, vocabulary specialists will come up with student-performance terms that capture the essence of what the teacher and students are trying to attain.

Level of Multi-Disciplinary Applicability

Certain of the 18 goal sets are marked with asterisks. These asterisks indicate that, in the opinion of a certain group at least, these objectives should be considered important. Others may feel that these classifications are arbitrary. In no sense is this listing intended to imply that all of these goals are equally important or that an individual teacher should teach all of them in one course. Some teachers may feel that goal sets 1, 6, and 12 are enough for their needs in an adult education course.

Another group may feel that goal sets 2, 3, 4, 5, and 7 are ideal for a one semester course.

Still another group may feel that goal sets 13, 14, 17, and 18 could better be incorporated into existing courses even though they do not have enough content for a course in themselves. Similarly, an individual teacher might take goal set 5 as an effective part of his human relations course while one of his conferences might incorporate goal set 14 into his audio-visual course for teachers.

Whether these goals are strictly part of one academic discipline or whether they are multi-disciplinary in nature is not the issue. The important point is to provide teachers with materials that can be used in whole or in part by classroom teachers. If the goals of still other teachers do not fit into the overall goal sets herein presented, this system is capable or expansion (e.g. by the addition of goal sets 19, 20, and so on) to meet individual needs.

18 General Instruction Plans for Sets of Performance Goals

Goal Set	
1.	Ability to describe and chart the structural organization of your firm or unit and to visualize one's role in the enterprise or unit.
*2.	Ability to adjust quickly to new equipment, procedures, and work sequences brought about by rapid technological changes for the purpose of updating skills, increasing individual productive capacity, and raising company output.
*3.	Ability to perform adequately in one system, switch to another system and perform adequately, and then switch back and perform adequately again. (Total job flexibility)
*4.	Ability to recognize how inaccurate data entering a system may affect outcomes on succeeding jobs.
*5.	Ability to gain rapport with all racial groups.
6.	Ability to elicit information from others who need not cooperate and hence must often be persuaded to cooperate.
*7.	Ability to communicate via data communication devices and to know the limitations, methods of utilization, and choose from available equipment for particular operations.
***8.	Ability to formulate plans for collection, processing, storage, and retrieval of information to meet the needs of the organization.
***9.	Ability to ascertain what information should be programmed into an integrated information system.
***10.	Ability to construct basic flowcharts for projects, systems, or subsystems for purposes of planning, analyzing, implementing, controlling, and budgeting.
*11.	Ability to input data in an on-line, real-time system to obtain information for report preparation, office work production, and exception reporting.
12.	Ability to landscape an office or assist in landscaping an office to coordinate color, equipment, furniture, and lighting with information flow, worker satisfaction, and job efficiency.
**13.	Ability to operate various pieces of new equipment through self-instruction or in-service training. (MTST, Electronic Calculator, ATS, etc.)
**14.	Ability to operate microfilm and microfiche equipment.
***15.	Ability to ascertain and analyze the capabilities and functions of copying machines, data reproduction equipment, and data display terminals.

***16. Ability to locate information systems services and to select those that are appropriate.

**17. Ability to convert data to appropriate coding schemes.

**18. Ability to assemble and arrange input data for processing.

* Identified as basic to all office personnel including management.

** Identified as important to supervisory, clerical, and professional-technical personnel.

*** Identified as important to management, supervisory, and professional-technical personnel.

Goal Set #1 ABILITY TO DESCRIBE AND CHART THE STRUCTURAL ORGANIZATION OF YOUR FIRM OR UNIT AND TO VISUALIZE ONE'S ROLE IN THE ENTERPRISE OR UNIT.

(The following statements are samples of the kinds of specific performance goals that can be abstracted from the checklist on the following pages. The "Code" refers to the numbered items concerning the conditions.)

1. Identifying overlapping authority

Given the assignment of charting the structural organization of a department for the purpose of identifying overlapping authority, the individual prepares a line organization chart. The data are found in existing charts, which provide all the necessary information in an organized manner. The individual studies the charts to see who assigns work to whom. He obtains necessary material and supplies from the instructor. The individual has not been assigned such a task before, and no specified time limit is set for the completion of the assignment.

Code: 2, 5, 13, 16, 21, 30, 34, 40, 44

2. Identifying promotional possibilities

Given the assignment of charting the structural organization of a department in order to identify promotional possibilities, the individual refers to existing charts which provide most of the necessary details. He obtains the necessary material and supplies from other students or employees. He also records the main functions of the department and draws a line and staff organization chart. The task is new to him. The individual is asked to complete the chart in a week.

Code: 2, 5, 12, 18, 28, 32, 36, 40

Meanings for each code number appear on page 4.

CONDITIONS (Goal Set #1)

A. GIVEN THE ASSIGNMENT OF DESCRIBING AND CHARTING THE STRUCTURAL ORGANIZATION OF

1. A business firm
2. A department
3. A unit with a department
4. Other_____

B. THE DATA TO BE DRAWN FROM

5. Existing charts
6. Reports, i.e., job descriptions
7. Notes or minutes, i.e., meetings
8. Observation records
9. Interview reports
10. Questionnaire findings
11. Other_____

C. USING THE FOLLOWING METHODS

12. Determine and record main functions
13. Determine and record who assigns work to whom
14. Determine and record who reports to whom

D. OBTAINING THE NECESSARY MATERIALS AND SUPPLIES FROM

15. Supply office
16. Instructor
17. Business office
18. Other students or employees
19. Other_____

E. TO BE REPORTED IN THE FORM OF

20. Functional organization chart
21. Line organization chart
22. Line and staff organization chart
23. Committee organization chart
24. Written report
25. Other_____

F. FOR THE PURPOSE OF IDENTIFYING

26. Line relationships
27. Staff relationships
28. Line and staff relationships
29. Functional relationships
30. Overlapping authority
31. Overlapping responsibility
32. Promotional possibilities
33. Other_____

G. THE DEGREE OF DATA COMPLETENESS BEING

34. All details available, organized
35. All details available, but not organized
36. Most details available
37. Some details available
38. No details available
39. Other_____

H. THE LEVEL OF TASK FAMILIARITY BEING

40. New task, never done before
41. Task done only a few times before
42. Task done many times previously
43. Similar task

I. TIME ALLOTMENT FOR THE TASK BEING

44. Unspecified
45. Predetermined

(Goal Set #1) TASK TO BE PERFORMED (DIRECTIONS,	(Goal Set #1) CRITERIA TO MEASURE PERFORMANCE
1. Acquires an awareness of need for organization structural chart	a. A manager of a business firm, a department, or a unit was interviewed for the purpose of studying the organization b. Purpose of structural charts were listed
2. Previews structure or organization	a. Company officers were consulted to determine lines of authority and staff positions b. Work flow descriptions were obtained from management c. Personnel manager was consulted to obtain job titles and descriptions d. Existing information on organizational structure was reviewed
3. Gathers reference materials	a. Charts and manuals were obtained and studied
4. Designs preliminary chart	a. Necessary chart paper and supplies were gathered b. Existing organizational charts were analyzed c. Structural form which appeared adaptable for our purpose was selected d. Selected structural form was modified as needed and charted for our situation
5. Submits preliminary chart to members of organization for verification and suggestions	a. Company officers and management were consulted for verification. b. Suggestions and criticisms were noted
6. Modifies and revises chart as necessary	a. Modifications to preliminary chart were made as a result of suggestions and criticisms. b. Revised preliminary chart was verified by management and officers. If chart was not accepted return to 6a
7. Submits revised chart for approval	a. Structural chart was accepted
8. Reports on feelings of assignment	a. Problems of constructing chart were discussed with instructor and peer group